

GENERAL DEFINITION OF WORK:

Performs responsible professional work organizing and implementing an instructional program for visually impaired students; motivates students to develop an interest in and an appreciation of learning; does related work as required. Works collaboratively as part of team.

ESSENTIAL FUNCTIONS/TYPICAL TASKS:

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Conducts appropriate functional vision evaluations which assist in determining eligibility.
- Writes formal reports of vision assessments and functioning; reviews previous evaluations and medical reports
- Provides definitions of medical terms and vision impairment (VI) conditions.
- Serves as a member of the multi-disciplinary team by attending meetings, interpreting evaluation information as impacted by VI.
- Professional presentation of evaluations and recommendations to staff and parents; maintains appropriate assessment materials and tests.
- Monitors functional vision abilities of students, updating formal reports as necessary
- Assesses changes in visual status and its effect on the student's education; observe students in various settings to assess functional vision abilities.
- Encourage families to obtain low vision evaluations with their low vision medical examiners
- Develops individual education plans and helps determine VI services
- Plans, designs, and implements individualized instruction using materials, equipment, and strategies appropriate to student needs.
- Collaborates with classroom teacher to facilitate content and functional skills lessons
- Investigates appropriate assistive technology products and computer programs; provides and maintains an inventory of State issued magnification devices.
- Works with classroom teacher to implement the State Assessment Program
- Evaluates student readiness for instruction in Braille; teaches pre-Braille skills; translate materials into Braille as needed.
- Monitors student progress using appropriate methods and criteria in the area of curriculum, testing, and annual goals.
- Write quarterly reports on student progress and communicates progress to teachers, students, and parents
- Assumes responsibility of a case manager, or works with school-based case manager to develop IEP's, conduct triennials.
- Files end-of-year reports with the Virginia Department of the Blind and Vision Impaired.
- Performs related duties as assigned.

KNOWLEDGE, SKILLS AND ABILITIES:

Considerable knowledge of child growth and development; must possess the ability to develop a high-quality, age appropriate curriculum to successfully engage children and foster physical, emotional, cognitive and social development; comprehensive knowledge of state law and regulations; ability to communicate effectively, both orally and in writing.

EDUCATION AND EXPERIENCE:

A Bachelor's Degree from an accredited College or University is required; must possess or be eligible for a Virginia Teaching License with appropriate endorsement.

PHYSICAL REQUIREMENTS:

This is not sedentary work and will require the exertion of up to 50 pounds of force occasionally and a negligible amount of force frequently or constantly to move objects; work requires fingering, and repetitive motions; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; visual acuity is required for preparing and analyzing written or computer data, determining the accuracy and thoroughness of work and observing general surroundings and activities; the worker is not subject to adverse environmental conditions.

SPECIAL REQUIREMENTS:

None

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.